

California Commission on Teacher Credentialing



Request for Applications For School Counselor Residency Capacity Grants

Available Funding

School Counselor Residency Capacity Grant awards of up to a maximum of \$250,000 per applicant are available to support a collaborative partnership between an eligible local education agency (LEA) or a consortium of LEAs partnering with one or more Commission-approved professional preparation programs offering preparation in school counseling by a regionally accredited institution of higher education (IHE) to create school counselor residency programs. The funding may be used to establish new school counselor residency programs that support local efforts to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse school counseling workforce that reflects a local educational agency community's diversity. A total of \$10 million is available for Capacity Grants.

Who Is Eligible to Apply?

Eligible applicants for School Counselor Residency Capacity Grants are LEAs that are establishing a new partnership with one or more IHEs to operate a school counselor residency pathway within the IHE's Commission-approved Pupil Personnel Services preparation program specializing in school counseling (Pupil Personnel Services – School Counseling). Eligible applicants must have a CD/CDS code issued by the California Department of Education. Applicants should note that there is a statutory eighty percent (80%) match requirement for each grant dollar received. Matching funds may be actual funds and/or an in-kind match. An eligible LEA shall partner with any regionally accredited IHEs with a Commission-approved Pupil Personnel Services – School Counseling (PPS – SC) preparation program to develop and operate a school counselor residency program pathway.

Project Period

Upon grant award through June 30, 2027.

Due Date for Receipt of Applications to the Commission

APRIL 28, 2023, by 5:00 p.m. PT

Table of Contents

Section I: Introduction

Introduction	3
Allowable Activities and Use of Funds	4
Additional Information for Applicants	4
Key Dates in the Application Process	5
Notice of Intent to Apply	6
How to Submit Written Questions about this RFA	6

Section II: How to Respond to this RFA

Definitions of Terms Used in this RFA	7
Components to be Addressed in the Applicant's Response	8
Selection Criteria for Applicant Responses	8
1. Overview	8
2. Local Need	8
3. Components of the Capacity Building Process	9
4. Key Program Personnel and Shared Program Governance	10
5. Timelines and Assurances	11
6. Budgets and Budget Narratives for the Capacity Grant	11
7. Statutory Priority Points	11
Summary Review of Selection Criteria	12

Section III: Application Submission and Review Processes

How to Submit the Application	13
Format and Length of the Application	13
Application Review and Award Process	13
Funding Considerations	14

Appendices

Appendix A: Authorizing Legislation	15
Appendix B: Intent to Apply	21
Appendix C: Application Cover Page	22
Appendix D: Program Summary	23
Appendix E: Partnership Agreements	24
Appendix F: Statutory Priority Points	25
Appendix G: Budget Summary Form and Narrative	26
Appendix H: Budget Definitions	27
Appendix I: Considerations for an Effective Residency Program	29

Request for Applications

School Counselor Residency Capacity Grants

Section I: Introduction

Introduction

This Request for Applications (RFA) is to provide grant awards of up to a maximum of \$250,000 per grant to eligible local education agencies (LEAs) to support a collaborative partnership between the LEA and one or more Commission-approved Pupil Personnel Services preparation programs specializing in school counseling (PPS – SC) offered by a regionally accredited institution of higher education (IHE) to develop the partnership’s capacity to design and implement a school counselor residency program within the applicant LEA to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse school counseling workforce that reflects a local educational agency community’s diversity.

Eligible LEAs must have a CD/CDS code issued by the California Department of Education and be one or more, or any combination - including a consortium - of the following:

- (a) a school district,
- (b) a county office of education,
- (c) a charter school,
- (d) a regional occupational center or programs operated by a joint powers authority or a county office of education.

The intent of the School Counselor Residency Capacity Grant is to support building capacity in the collaborative LEA-IHE partnership and prepare the partnership and its members to implement and operate an effective school counselor residency program within the applicant LEA or consortium. Offering a school counselor residency program requires careful collaborative planning and supportive infrastructure within and between the LEA and the IHE to assure that the LEA sites that will host school counselor residents are fully ready to implement this type of school counselor preparation approach, that the LEA administration and staff are prepared and ready to work collaboratively with and mentor school counselor residents, and that the IHE is prepared to facilitate the professional preparation of residents within a cohort model in the local LEA or consortium. Funding from this grant may be used to support these types of activities.

Local education agencies (LEAs) awarded state School Counselor Residency grant funds may build capacity to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse school counseling workforce that reflects a local educational agency community’s diversity.

The School Counselor Residency Capacity grant must be used to support the applicant LEA or consortium and its partner IHE in developing a program that addresses all preparation requirements for a Pupil Personnel Services credential specializing in school counseling as well as preparation for working within the specific district/school context where the resident is placed. As required by the Commission’s adopted [Pupil Personnel Services School Counseling Program Preconditions, Program Standards, and Performance Expectations](#), the program should prepare the resident to address the needs of all students by providing comprehensive and coordinated

programs and services to help build safe, healthy, nurturing, and effective learning environments. In addition, the school counselor residency program should take into consideration the state's efforts to: establish educational opportunities of equity and culturally responsive practices to promote each student's academic success and well-being; recognize, respect, and utilize each student's strengths, experiences and background as assets for teaching and learning; confront and alter biases of student marginalization, deficit-based schooling, and low expectations; provide opportunities to develop an understanding regarding issues of discrimination, implicit bias, social justice, diversity, and knowledge of how they might contribute to, or detract from, school success; increase awareness of mental health programs and services to address barriers; and foster a positive school culture and climate that can enhance the safety and well-being of all students.

Allowable Activities and Use of Funds

The 2022-23 Budget Act legislation ([Appendix A](#)) authorizes the Commission to allocate up to \$10 million for capacity grants that shall not exceed \$250,000 per grant recipient. Per statute, the grant funds must be matched by the grantee LEA or consortium on an eighty cent (\$.80) to one dollar (\$1) basis. Matching funds may be actual dollars or in-kind services. Funding is available through June 30, 2027.

Sample activities that can be funded through the School Counselor Residency Capacity Grants include but are not limited to: (a) planning and development of a new, collaborative LEA-IHE school counselor residency program; (b) planning to expand an existing LEA-IHE collaborative teacher residency to include school counselor residency; (c) developing the LEA's/consortium's and IHE's capacity to effectively offer a school counselor residency program within its local school(s); (d) developing the IHE's capacity to support a cohort model for school counselor residents in the program; and (e) developing the collaborative LEA-IHE partnership's capacity to apply for future grant funding to operate the intended school counselor residency program.

Applicants should indicate their expected starting year for implementation of the school counselor residency program resulting from the capacity building process in their responses to the selection criteria, as detailed below.

Additional Information for Applicants

In making these grants available, it is the Commission's intention that grantees use these funds efficiently and effectively so that they will be prepared to implement the new school counselor residency program in the applicant LEA or consortium. In addition, the partnership should consider in their planning how they will address and incorporate the key characteristics and components of effective residencies ([Appendix I](#)). Applicants may also use these funds to support their readiness to develop a funding proposal for a school counselor residency program in the applicant LEA or consortium under an upcoming School Counselor Residency Grant competition.

The School Counselor Residency Capacity grants are intended to prepare the LEA applicant and their IHE partner to apply for the full residency grant program. The School Counselor Residency Capacity grant funding period, and the approved grant activities, may extend through June 30, 2027.

Authorizing legislation allocated \$184 million over a five-year project period for all Teacher and School Counselor Residency Grant Programs, with \$10 million for capacity grants to create school

counselor residency programs that lead to more credentialed school counselors that reflect a local educational agency community’s diversity ([Appendix A](#)). As such, Commission staff anticipates that funds will remain after the 2022-23 fiscal year RFA process and that the Commission will offer future school counselor residency grant competitions. Starting with capacity, once awarded, implementation will be rolled out.

The School Counselor Residency Grant Implementation RFA will be for LEAs working in partnership with one or more regionally accredited IHE to establish a new school counselor residency program to operate within the IHE Commission-approved school counselor preparation program. The first release of this RFA is expected in Fall 2023. All future funding competitions will be announced on the Commission’s [School Counselor Residency Grant Program](#) webpage and in the [Professional Services Division \(PSD\) weekly eNews](#).

Additional Information for Applicants – Charter Schools and Charter Management Organizations (CMO)

Applicants from charter schools should note the following regarding eligibility to apply for and to potentially receive a School Counselor Residency grant:

- The application must be submitted by a charter school with a CDS Code. It cannot be submitted by a CMO. The applicant charter school may apply as a single school or as the lead applicant for a consortium of Charter Schools.
- A CMO may partner with the applicant charter school, **but the named charter school must be in the lead role as described in the application**. The charter school identified must be the manager of the School Counselor Residency grant program and can be assisted by any of its partners.
- The signature on the cover page must be from an administrator/leader from the applicant charter schools with the CDS code. The CEO of a CMO is not an acceptable signer on behalf of the applicant and submission of a signature from a CEO rather than from the applicant charter schools will result in the proposal being deemed ineligible.
- The fiscal agent must be from the charter schools that is submitting the application. The funds for this grant opportunity are Proposition 98 funds and can ONLY be distributed to an entity with a CDS code. If the CMO, or other business organization, is listed as the fiscal agent on the cover page, the proposal will be deemed ineligible.

Key Dates in the Application Process

Date	Activity
February 17, 2023	Request for Applications (RFA) issued
March 17, 2023	Written questions about the RFA due to the Commission
March 17, 2023	Intent to Apply due (optional)
April 3, 2023	Responses to written questions posted and distributed
April 28, 2023	RFAs must be received by the Commission by 5:00 p.m. PT
April 28 – May 26, 2023	Review of applications
May 30, 2023	Announcement of Grant Awards

Notice of Intent to Apply

Entities with an interest in responding to this RFA are encouraged to submit an Intent to Apply ([Appendix B](#)) via email to SchoolCounselorResGrants@ctc.ca.gov by March 17, 2023. The purpose of this notice is to inform the Commission of interested applicants so that any additional information about the RFA may be provided, including responses to written questions (see below). Submission of an Intent to Apply form is not a promise or obligation to submit an application, and a lack of submitting an Intent to Apply form does not disqualify or preclude an applicant from submitting an application in response to this RFA.

How to Submit Written Questions about this RFA

Applicants who have questions about information contained in this RFA may submit questions via email with “School Counselor Residency Capacity Grant Questions” in the subject line by March 17, 2023, to: SchoolCounselorResGrants@ctc.ca.gov. Questions submitted after March 17, 2023, may not be answered.

Responses to written questions submitted by the deadline will be distributed to those who have submitted the Intent to Apply form and will also be posted on the Commission’s website on the [School Counselor Residency Grants](#) reference page.

Section II: How to Respond to this RFA
Definitions of Terms as Used in this Request for Applications (in alphabetical order)

Term	Definition as used in this RFA
Cohort	A group of school counselor residents who share common experiences in coursework and/or other support services while participating in a school counselor residency program.
Encumbrance	A planned expenditure of grant funds.
Mentor School Counselor	A “mentor school counselor” for purposes of the School Counselor Residency Capacity Grant Program is an LEA-employed school counselor who meets all of the following requirements: (A) Has at least three years of school counseling experience and holds a clear pupil personnel services credential with a specialization in school counseling. (B) Has a record of successful school counseling as demonstrated, at a minimum, by satisfactory annual performance evaluations for the preceding three years.
Matching Funds	Actual dollars or the in-kind value of services or other expenditures from the grantee’s own resources
Program Administration Costs	The costs of operating the grant program that may include personnel, facilities, and other related costs to administer the grant program as designed by the grantee LEA or consortium.
Service Obligation	A requirement for School Counselor Residency Grant participants to work as a school counselor for the grantee LEA or consortium for a specified amount of time consistent with the applicable provisions of the School Counselor Residency Grant legislation.
School Counselor Residency Program	A “school counselor residency program” is a program that partners an eligible LEA or consortium with one or more Commission-approved Pupil Personnel Services preparation programs specializing in school counseling offered by a regionally accredited institution of higher education in which a prospective school counselor works at least one-half time alongside a school counselor of record, who is designated as the mentor school counselor, for at least one full school year while engaging in initial preparation coursework.
School Counselor Residency Capacity Grant Program	A state grant program authorized under the provisions of EC §44415 and §44415.5 that provides funding for the development of school counselor residency programs.

Components to be Addressed in the Applicant's Response

LEAs/consortiums interested in applying for a School Counselor Residency Capacity Grant must provide a narrative response to this Request for Applications (RFA) as described in the selection criteria below. In order to be considered, responses must include all of the components indicated. The response by each applicant will be evaluated based on the selection criteria detailed below. Responses to this RFA must be received by the Commission on Teacher Credentialing according to the submission information provided in Section III no later than **5:00 p.m. PT on April 28, 2023**.

Selection Criteria for Applicant Responses

Directions: Provide a narrative response to each of the following selection criteria. Responses should be focused, concise, and provide sufficient but not overly extensive information to substantiate how the applicant's proposed School Counselor Residency Capacity Grant Program addresses the specified criteria.

1. Provide an Overview of the School Counselor Residency Partnership to be Developed between the Applicant LEA(s) and the Collaborating IHE(s) (15 points)

Provide an overview of the collaborative partnership to be developed under the School Counselor Residency Capacity Grant program. A complete response will address all of the following:

- a) The LEA or consortium's rationale for applying for a School Counselor Residency Capacity Grant, and
- b) The LEA or consortium's intended IHE partner(s) that has a Commission-approved Pupil Personnel Services preparation program specializing in school counseling and the reasons for selecting the identified IHE(s). This reasoning may include factors such as geographic location, building upon existing partnerships, a description of
- c) How the LEA and IHE will reciprocally support each other with existing needs, etc.

2. Describe the Local Need for recruiting, developing support systems for, providing outreach and communication strategies to, and retaining a diverse school counseling workforce that reflects a local educational agency community's diversity (20 points)

Describe and provide data to support the local need for planning and implementing a school counselor residency program that meets local efforts to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse school counseling workforce that reflects the LEA community's diversity. Descriptions may include but are not limited to (1) a description of prior efforts to meet local needs; (2) current needs; and (3) the specific needs to be addressed in the proposed School Counselor Residency Capacity Grant Program, including:

- a) Current school counselor to student ratios within the LEA (indicate ratios by school site) and number of unfilled positions, if applicable.

- b) The target number of residents to be served annually.
- c) The schools in which residents would potentially be placed.
- d) The rationale for the selection of the identified target schools.
- e) Demographic gaps between students and school counselors within the LEA.

Complete both pages of [Appendix D](#) to indicate:

- a) The target number of residents to be served annually.
- b) The schools in which residents would potentially be placed.
- c) The rationale for the selection of the identified target schools.
- d) The student to school counselor ratio for each identified school site.
- e) Identification of the partner IHE(s).

3. Describe the Components of the Capacity Building Process to be Implemented Through the School Counselor Residency Capacity Grant Program (20 points)

Describe each of the following:

- a) How the partnership will design, develop the capacity for, and be ready to implement a new School Counselor Residency Program in the applicant LEA or consortium. Applicants may provide a table indicating the range of planning/capacity building activities and the participants from the LEA and the IHE as applicable to each planned capacity building activity in response to this criterion. This design should include activities that will result in a deep partnership and a sustainable model such as: a shared vision, a recruitment strategy that will increase the LEA's school counselor retention rates, an MOU between the LEA and IHE, a plan for program evaluation, a vision of an effective program completer, a financial model, recruitment/selection plans, etc.
- b) The plan for creating new or building upon existing structures to recruit, select, and train mentors while maintaining consistency with the Commission's [program standards](#).
- c) How the school counselor residency program would assure that residents have opportunities to work with students with a mentor school counselor.
- d) The plan for designing a cohort model approach within the School Counselor Residency Program.
- e) The plan to determine how the existing Commission-approved Pupil Personnel Services preparation programs specializing in school counseling offered by a regionally accredited institution of higher education will be modified to work specifically with the partner LEA(s), or how the new School Counselor Residency Program at the IHE will be tailored to work specifically with the partner LEA(s), as applicable. Plans may also include, but are not required to incorporate, strategies to eliminate duplicative coursework for competencies that are met during the residency placement, etc.

4. Key Program Personnel and Shared Program Governance (10 points)

Provide each of the following:

- a) Provide a chart or graphic that identifies the management staff from the LEA and/or the consortium and the IHE(s) who will be responsible for the shared overall management of the School Counselor Residency Capacity Grant, including position title, roles and responsibilities, and the full time equivalent (FTE) of each position devoted to grant activities. ***Note: FTEs should reflect the percentage of each staff member's time that is dedicated to the school counselor residency program.***

On this chart, identify (with name and title) which staff will be responsible for:

- (a) The overall management of the School Counselor Residency Capacity Grant,
 - (b) the fiscal management of the program,
 - (c) assuring that the School Counselor Residency Capacity Grant functions as a consistently shared responsibility between the LEA or consortium and the partner IHE(s), and
 - (d) signing the Grant Award Agreement.
- b) Identify other key staff who may not have direct program administration responsibilities but who will have important roles in implementing the School Counselor Residency Capacity Grant Program. For example, these other key staff could include individuals serving within the planned program such as mentor school counselors, school-based site supervisors, professional learning community leaders/organizers, and others whose services and contributions are or will be critical to the successful implementation of the planned School Counselor Residency program.
- c) Describe broad constituent involvement during capacity building. This is encouraged and is a best practice as LEA and IHE partnerships consider the sustainability of a school counselor residency program after the grant is completed. Representatives from constituent groups such as IHE program faculty, LEA Human Resources staff, LEA leadership, LEA site administrators, and LEA union leadership, among others, should participate in designing an innovative and comprehensive staffing plan that includes program completion for residents, hiring of residents, and a plan to retain them. (Per authorizing legislation, [see \(j\)\(k\) of Appendix A.](#)).

5. Timelines and Assurances (10 points)

Important Note: Applicants should keep in mind the intent of the authorizing legislation to provide support for capacity building in preparation for implementing a school counselor residency pathway within the applicant LEA or consortium as well as for applying for a School Counselor Residency Grant in an upcoming School Counselor Residency Grant competition.

- a) Applicants must provide a statement of assurance that, if funded, they will respond to the Commission's requirements to collect and submit data as required. Data requests include but are not limited to credential areas explored, successes, challenges, lessons learned, and the potential to apply for residency grants.
- b) Applicants should indicate the expected timelines for:
 - a. Completion of the planning and capacity building process;
 - b. Readiness to apply for a School Counselor Residency grant in upcoming competitions;
 - c. Recruitment of the initial cohort of Residents for the School Counselor Residency Program;
 - d. Enrollment of the initial cohort of Residents in the IHE School Counselor Residency preparation pathway; and
 - e. The starting school year for the first cohort of Residents (e.g., 2023-24, 2024-25).

Note: Applicants may submit a table of expected timelines in response to this criterion.

6. Budget Summary and Budget Narratives for the Capacity Grant, including Matching Funds (15 points)

Applicants should refer to the Budget Definitions (Appendix H) to prepare the proposed budget and narrative response to this item.

- a) Working collaboratively with their IHE partner(s), LEA applicants will develop and provide a Budget Summary ([Appendix G](#)) for the proposed School Counselor Residency Capacity Grant.
- b) Applicants must also provide a budget narrative explaining how each of these costs was determined/calculated for both the grant funds and the matching funds. Applicants should consider the most efficient and effective use of time, fiscal resources, material resources, and the expertise and preparation of those involved in planning and implementing the School Counselor Residency Capacity Grant when determining costs to be funded by the grant funds and costs to be funded by the matching funds.

7. Statutory Priority Points (up to 10 points total)

Applicants must fill out and submit the Statutory Priority Points form ([Appendix F](#)). These statutory points are dictated by the authorizing legislation.

Summary Review of the Selection Criteria

Application Component	Maximum Points
1. Overview of the School Counselor Residency Partnership to be Developed Between the Applicant LEA(s) and the Collaborating IHE(s)	15
2. Local Need	20
3. Components of the Planned Capacity Development Process	20
4. Key Program Personnel and Shared Program Governance	10
5. Timelines and Assurances	10
6. Budgets and Budget Narratives for the Capacity Grant	15
7. Statutory Priority Points	10
Total Points Possible	100

Section III: Application Submission and Process for Application Review

How to Submit the Application

Applicants who wish to compete for funding for a School Counselor Residency Capacity Grant must submit an electronic copy of the entire grant application. Please submit the complete application (narrative responses and appendices) as a single, combined PDF, in the following order:

1. [Appendix C](#) – Cover Page and Contact Information
2. Narrative Responses (outlined in Section II)
3. [Appendix D](#) – Program Summary
4. [Appendix E](#) – Partnership Agreements
5. [Appendix F](#) – Statutory Points
6. [Appendix G](#) – Budget Summary

All emailed applications must be received by the Commission office by 5:00 p.m. PT on April 28, 2023. Applications received after this time will not be accepted, reviewed, or evaluated.

Email an electronic copy to: SchoolCounselorResGrants@ctc.ca.gov

Commission staff will send an email confirming receipt of each submitted application. If an applicant does not receive a confirmation email, the Commission has not received their application.

Format and Length of the Application

Applications may be in digital form and must be formatted to an 8 ½ x 11 page, with one inch margins on all sides, using a standard font of not less than 12 point. Pages may be double or single spaced. The suggested maximum length of an application narrative is not more than 30 double-spaced or 15 single-spaced pages, not including required appendices, forms, and budget information. Conciseness and brevity are appreciated to the extent possible.

Application Review and Award Processes

Applications received by the submission deadline will be reviewed first for technical compliance with the application instructions and completeness of the application in responding to all required information. Applications that meet the initial technical compliance screening will then be read by a team of Commission staff members and rated according to the scoring criteria provided in this RFA.

A recommendation for awarding the grants will be made to the Commission's Executive Director. Selected grantees will receive a grant award letter from the Commission and grant acceptance conditions to be signed and returned to the Commission. Further information about the grant process will be provided to grantees following the awarding of the grants.

Funding Considerations

Grantees will be expected to make appropriate progress in implementing the program planning process according to the operational plan provided in the funded application. Additionally, grantees will be expected to provide data when annual reports are requested by the Commission. Failure to comply with funding terms or reporting requirements could put future funding opportunities at risk.

Funds to grantees will be distributed in two payments. Upon approval of the application, the first payment will be 90 percent (90%) of the total budget amount, and the second payment will be 10 percent (10%) of the total budget amount. The second payment will be provided to grantees after the program has completed its activities.

Appendix A

Authorizing Legislation

Section 25:

Section 44415.6 of the Education Code is amended to read:

44415.6. (a) For the 2022–23 fiscal year, the sum of one hundred eighty-four million dollars (\$184,000,000) is hereby appropriated from the General Fund to the Commission on Teacher Credentialing to augment the Teacher Residency Grant Program pursuant to Section 44415.5 to support teacher and school counselor residency programs that recruit and support the preparation of teachers and school counselors pursuant to this section. This funding shall be available for encumbrance until June 30, 2027.

(b) For purposes of this section, the following definitions apply:

(1) “Mentor school counselor” means a school counselor who meets all of the following requirements:

(A) Has at least three years of experience and holds a clear pupil personnel services credential with a specialization in school counseling.

(B) Has a record of successful counseling as demonstrated, at a minimum, by satisfactory annual performance evaluations for the preceding three years.

(2) “School counselor residency program” means a grant applicant-based program that partners with one or more commission-approved professional preparation programs offering preparation in school counseling provided by a regionally accredited institution of higher education in which a prospective school counselor works at least one-half time alongside a school counselor of record, who is designated as the mentor school counselor, for at least one full school year while engaging in initial preparation coursework.

(c) Of the amount appropriated pursuant to subdivision (a), the commission shall determine how to prioritize funding for residency programs that serve school counselors in training. Funds allocated for teacher residencies shall be subject to the requirements of, and administered pursuant to, subdivisions (c) to (q), inclusive, of Section 44415.5.

(d) Funds allocated by the commission for school counselor residency placements shall be administered pursuant to the following:

(1) The commission shall make one-time grants to grant applicants to establish new school counselor residency programs or add school counselor residencies to existing teacher residency programs that support local efforts to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse school counselor workforce that reflects a local educational agency community’s diversity.

(2) Grant recipients shall work with one or more commission-accredited professional preparation

programs specializing in school counseling and may work with other community partners or nonprofit organizations to develop and implement programs of preparation and mentoring for resident school counselors who will be supported through program funds and subsequently employed by the sponsoring grant recipient.

(3) A grant applicant may consist of one or more, or any combination, of the following:

(A) A school district.

(B) A county office of education.

(C) A charter school.

(D) A regional occupational center or program operated by a joint powers authority or a county office of education.

(e) Grants allocated for school counselor residencies pursuant to subdivision (c) shall be up to twenty-five thousand dollars (\$25,000) per school counselor candidate in the residency program of the jurisdiction of the grant recipient, matched by that grant recipient at a rate of 80 percent of the grant amount received per participant, as described in subdivision (g). Residents are also eligible for other forms of federal, state, and local educational agency financial assistance to support the cost of their preparation. Grant program funding shall be used for, but is not limited to, any of the following:

(1) School counselor preparation costs.

(2) Stipends for mentor school counselors.

(3) Residency program staff costs.

(f) A school counselor residency grant recipient shall not use more than 5 percent of a grant award for program administration costs.

(g) A school counselor residency grant recipient shall provide a match of grant funding in the form of one or both of the following:

(1) Eighty cents (\$0.80) for every one dollar (\$1) of grant funding received per participant, to be used in a manner consistent with allowable grant activities pursuant to subdivision (e).

(2) An in-kind match of program director personnel costs, mentor personnel costs, or other personnel costs related to the grant program, provided by the grant recipient.

(h) School counselor residency grant recipients shall do all of the following:

(1) Ensure that candidates are prepared to earn a pupil personnel services credential with a specialization in school counseling that will authorize the candidate to perform the following duties:

(A) Develop, plan, implement, and evaluate a school counseling and guidance program that

includes academic, career, personal, and social development.

(B) Advocate for the high academic achievement and social development of all pupils.

(C) Provide schoolwide prevention and intervention strategies and counseling services.

(D) Provide consultation, training, and staff development to teachers and parents regarding pupils' needs.

(E) Supervise a local educational agency-approved educational counseling program as described in Section 49600.

(2) Ensure that candidates are provided instruction in all of the following:

(A) Engaging with, advocating for, and providing support for, all pupils with respect to learning and achievement.

(B) Planning, implementing, and evaluating programs to promote the academic, career, personal, and social development of all pupils, including pupils from low-income families, foster youth, homeless youth, undocumented youth, pupils with disabilities, and pupils at all levels of academic, social, and emotional abilities.

(C) Using multiple sources of information to monitor and support strategies to improve pupil behavior and achievement.

(D) Collaborating and coordinating with school and community resources.

(E) Promoting and maintaining a safe learning environment for all pupils by supporting the provision of restorative justice practices, positive behavior interventions, and support services.

(F) Intervening to ameliorate school-related problems, including issues related to chronic absences.

(G) Using research-based strategies to reduce stigma, conflict, and pupil-to-pupil mistreatment and bullying.

(H) Improving school climate and pupil well-being.

(I) Enhancing pupils' social and emotional competence, character, health, civic engagement, cultural literacy, and commitment to lifelong learning and the pursuit of high-quality educational programs.

(J) Providing counseling interventions and support services for pupils classified as English learners, eligible for free or reduced-price meals, or foster youth, including enhancing equity and access to the education system and community services.

(3) Prepare candidates to work as a school counselor in a school within the jurisdiction of the grant

recipient in which they will work and learn the school culture and climate of the grant recipient.

(4) Group school counselor candidates in cohorts, to the extent practicable, to facilitate professional collaboration among residents, and ensure candidates are enrolled in a professional development program that is organized to support a high-quality school counselor learning experience in a supportive work environment.

(i) To receive a grant that supports school counselor residencies, an applicant shall submit an application to the commission at a time, in a manner, and containing information prescribed by the commission.

(j) When selecting residency grant recipients that include school counselors, the commission shall do both of the following:

(1) Require applicants to demonstrate a need for school counselors, and to propose to establish or expand a residency program that recruits, prepares, and supports school counselors to work in a school within the jurisdiction of the sponsoring grant applicant.

(2) Give priority consideration to grant applicants who demonstrate a commitment to increasing diversity in the school counselor workforce, have a higher percentage than other applicants of unduplicated pupils, as defined in Section 42238.02, and have one or more schools that exhibit one or both of the following characteristics:

(A) A school where 50 percent or more of the enrolled pupils are eligible for free or reduced-price meals.

(B) A school that is located in either a rural location or a densely populated region.

(k) A school counselor candidate in a residency program sponsored by a grant provided pursuant to subdivision (c) shall agree in writing to serve in one or more schools within the jurisdiction of the grant recipient that sponsored the candidate for a period of at least four school years beginning with the school year that begins after the candidate successfully completes the initial year of preparation and obtains a pupil personnel services credential. A candidate who fails to earn a pupil personnel services credential or complete the period of the placement shall reimburse the sponsoring grant recipient the amount of grant funding invested in the candidate's residency training. The amount to be reimbursed shall be adjusted proportionately to reflect the service provided if the candidate works as a school counselor at least one year, but less than four years, at a school within the jurisdiction of the sponsoring grant recipient. A candidate shall have five school years to complete the four-school-year school counselor commitment.

(l) If a candidate is unable to complete a school year as a school counselor, that school year may still be counted toward the required four complete school years if any of the following occur:

(1) The candidate has completed at least one-half of the school year.

(2) The employer deems the candidate to have fulfilled their contractual requirements for the school year for the purposes of salary increases, probationary or permanent status, and retirement.

(3) The candidate was not able to work as a school counselor due to the financial circumstances of

the sponsoring grant recipient, including a decision to not reelect the employee for the succeeding school year.

(4) The candidate has a condition covered under the federal Family and Medical Leave Act of 1993 (29 U.S.C. Sec. 2061 et seq.) or similar state law.

(5) The candidate was called or ordered to active duty status for more than 30 days as a member of a reserve component of the Armed Forces of the United States.

(m) For purposes of administering a school counselor residency grant program pursuant to subdivision (d), the commission shall do all of the following:

(1) Determine the number of grants to be awarded and the total amount awarded to each grant applicant.

(2) Require grant recipients to submit program and expenditure reports, as specified by the commission, as a condition of receiving grant funds.

(3) Annually review each grant recipient's program and expenditure reports to determine if any candidate has failed to meet their commitment pursuant to subdivision (k).

(n) If the commission determines or is informed that a sponsored school counselor residency candidate failed to earn a pupil personnel services credential or meet their commitment to work as a school counselor pursuant to subdivision (k), the commission shall confirm with the grant recipient the applicable grant amount to be recovered from the candidate and the grant recipient. The amount to be recovered shall be adjusted proportionately to reflect the service provided if the candidate worked as a school counselor at least one year, but less than four years, at the sponsoring grant recipient.

(o) Upon confirming the amount to be recovered from the school counselor residency grant recipient pursuant to subdivision (n), the commission shall notify the grant recipient of the amount to be repaid within 60 days. The grant recipient shall have 60 days from the date of the notification to make the required repayment to the commission. If the grant recipient fails to make the required payment within 60 days, the commission shall notify the Controller and the grant recipient of the failure to repay the amount owed. The Controller shall deduct an amount equal to the amount owed to the commission from the grant recipient's next principal apportionment or apportionments of state funds, other than basic aid apportionments required by Section 6 of Article IX of the California Constitution. If the grant recipient is a regional occupational center or program operated by a joint powers authority that does not receive a principal apportionment or apportionments of state funds, or a consortia of local educational agencies, the commission shall notify the Controller of the local educational agency where the candidate worked as a school counselor and the Controller shall deduct the amount owed from the applicable local educational agency's next principal apportionment or apportionments of state funds, other than basic aid apportionments required by Section 6 of Article IX of the California Constitution.

(p) An amount recovered by the commission or deducted by the Controller pursuant to subdivision (o) shall be deposited into the Proposition 98 Reversion Account.

(q) School counselor residency grant recipients may recover from a sponsored candidate who fails to earn

a pupil personnel services credential or complete the period of placement the amount of grant funding invested in the candidate's residency training. The amount to be recovered shall be adjusted proportionately to reflect the service provided if the candidate worked as a school counselor at least one year, but less than four years, at a school within the jurisdiction of the sponsoring grant recipient.

(r) School counselor residency grant recipients shall not charge a school counselor resident a fee to participate in a school counselor residency grant program.

(s)(1) Notwithstanding subdivision (d), the commission may allocate up to ten million dollars (\$10,000,000) of the amount appropriated pursuant to subdivision (a) to capacity grants that shall be awarded on a competitive basis to local educational agencies or consortia, as designated pursuant to this section, partnering with regionally accredited institutions of higher education to create school counselor residency programs that lead to more credentialed school counselors that reflect a local educational agency community's diversity.

(2)(A) The commission shall determine the number of capacity grants to be awarded and the amount of the applicable grants.

(B) Notwithstanding subparagraph (A), individual capacity grants shall not exceed two hundred fifty thousand dollars (\$250,000) per grant recipient.

(t) The commission shall conduct an evaluation of the school counselor residency grants allocated pursuant to this section to determine the effectiveness of this program in recruiting, developing support systems for, and retaining school counselors, and provide a report to the Department of Finance and the appropriate fiscal and policy committees of the Legislature on or before December 1, 2027.

(u) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriation made by subdivision (a) shall be deemed to be "General Fund revenues appropriated for school districts," as defined in subdivision (c) of Section 41202, for the 2021–22 fiscal year, and included within the "total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B," as defined in subdivision (e) of Section 41202, for the 2021–22 fiscal year.

Fillable RFA Appendices

Appendix B Intent to Apply for a School Counselor Residency Capacity Grant (Optional)

Note: The form below is provided for reference. The electronic version of [Appendix B](#) is available on the Commission's Grant Funded Program website. Carefully read and follow the directions to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

As indicated by the signature of the Superintendent or authorized administrator, it is the intent of the institution identified below to apply for a School Counselor Residency Capacity Grant to diversify the school counselor workforce to reflect the LEA's community. The institution understands that this optional Intent to Apply must be received by the Commission by **March 17, 2023**, and that submission of this form does not require or otherwise obligate the institution to submit an application to the Commission. Applicants may submit applications to the Commission without submitting an intent form; however, those who submit an intent form will be emailed any additional information regarding the application process that may become available. A scanned copy of the signed Intent to Apply form may be emailed to SchoolCounselorResGrants@ctc.ca.gov.

LEA:	
CD/CDS Code:	
Signature:	
Printed Name:	
Title:	
Date:	
Consortium application:	<input type="checkbox"/> Yes* <input type="checkbox"/> No

*If Yes, indicate below all LEA consortium members and CD/CDS codes

Appendix C
Application Cover Page
School Counselor Residency Capacity Grant

Note: The form below is provided for reference. The electronic version of [Appendix C](#) is available on the Commission's Grant Funded Program website. Carefully read and follow the directions to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

This form should be the cover page to the application submitted to the Commission.
--

LEA Applicant Information

Name of LEA Applicant:		
Mailing Address:		
City:	State:	Zip:
CD/CDS Code:		

LEA Contact Information – Person authorized to sign grant award agreement

Name of LEA Signatory:		
Title:		
Telephone number:		
Email address:		

LEA Contact Information – Person responsible for day-to-day grant management

Name of LEA Contact Person:		
Title:		
Telephone number:		
Email address:		

LEA Fiscal Agent Information – Person responsible for grant budget oversight

Name of Fiscal Agent:		
Title:		
Agency:		
Mailing Address:		
City:	State:	Zip:
Telephone Number:		
Email address:		

Appendix D Program Summary School Counselor Residency Capacity Grant

Note: The form below is provided for reference. The electronic version of [Appendix D](#) is available on the Commission's Grant Funded Program website. Carefully read and follow the directions to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

Directions: Fill in this form as applicable to the School Counselor Residency Capacity Grant to plan for a School Counselor Residency program. Note: This form may be expanded if additional pages are needed.

1. Estimate the target number of residents by credential for the School Counselor Residency Program to be planned under the Capacity Grant.

Residency Area	Target Number of Residents Annually
Diversifying School Counselor Workforce that Reflects the LEA Community's Diversity – Pupil Personnel Services credential specializing in School Counseling	

2. LEA(s) and school sites where the residents would be placed during implementation of the School Counselor Residency Program developed under the Capacity Grant. Please add rows if needed.

LEA(s)	School(s) for Resident Placement	Number of Residents Annually	Student to Counselor Ratio by School Site

3. Partner IHE(s) for the School Counselor Residency Capacity Grant
Please add rows as necessary

Partner IHE(s)

Appendix E

Partnership Agreements

School Counselor Residency Capacity Grant

Note: The form below is provided for reference. The electronic version of [Appendix E](#) is available on the Commission's Grant Funded Program website. Carefully read and follow the directions to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

Administrative Approval from the Superintendent or Authorized Administrator of the Applicant Local Education Agency (LEA):

****Please add rows as necessary if the application represents a consortium.****

By signing below, I affirm that:	
<ol style="list-style-type: none"> 1. I have thoroughly read all portions of this application. 2. All statements and data contained in this application are accurate. 3. If awarded a School Counselor Residency Capacity Grant, the LEA agrees to participation in the capacity building activities described as well as the timelines and budgets included in the responses to criterion 1-7 in Section II of this application. 	
Name:	
Title:	
Signature:	
<i>Electronic signatures are acceptable:</i>	
Date:	

Administrative Approval from an Authorized Administrator of the Applicant's IHE Partner(s):

****Please add rows as necessary if the application represents multiple IHE partners.****

By signing below, I affirm that:	
<ol style="list-style-type: none"> 1. I have thoroughly read all portions of this application. 2. All statements and data contained in this application are accurate. 3. If awarded a School Counselor Residency Capacity Grant, the IHE agrees to participation in the capacity building activities described as well as the timelines and budgets included in the responses to criterion 1-7 in Section II of this application. 	
Name:	
Title:	
Signature:	
<i>Electronic signatures are acceptable:</i>	
Date:	

Appendix F

Statutory Priority Points

School Counselor Residency Capacity Grant

Note: The form below is provided for reference. The electronic version of [Appendix F](#) is available on the Commission's Grant Funded Program website. Carefully read and follow the directions to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

Authorizing statute states that priority consideration will be given to grant applicants who demonstrate a commitment to increasing diversity in the school counseling workforce, have a higher percentage than other applicants of unduplicated pupils, as defined in Section 42238.02, and have one or more schools that exhibit one or both of the characteristics listed below.

Directions: Indicate if the applicant LEA or consortium qualifies for any of the following statutory priority points:

1. Applicant LEA or consortium has a commitment to increasing diversity in the school counseling workforce.

- ☐ Yes
- ☐ No

If "Yes," provide a link to published statements or policies reflecting the commitment to diversity and/or for addressing demographic gaps between students and school counselors.

2. Applicant LEA or consortium has one or more schools where fifty percent (50%) or more of the enrolled pupils are eligible for free and reduced-price meals.

- ☐ Yes
- ☐ No

If "Yes," provide the name(s), location(s), and CD/CDS code(s) of the qualifying school(s).

3. Applicant LEA or consortium has a school that is located in either a rural location or a densely populated region.

- ☐ Yes
- ☐ No

If "Yes," provide the name(s), location(s), and CD/CDS code(s) of the qualifying school(s).

4. Applicant LEA or consortium has a higher percentage than other applicants of unduplicated pupils as defined in Section 42238.02.

Indicate the percentage of unduplicated pupils in the applicant LEA or consortium.

Appendix G

Budget Summary and Budget Narrative

School Counselor Residency Capacity Grant

Note: The form below is provided for reference. The electronic version of [Appendix G](#) is available on the Commission's Grant Funded Program website. All narrative responses and PDF appendices must be submitted as one application.

Directions: For each School Counselor Residency Capacity Grant component/activity listed in the narrative descriptions of this application, please indicate the amount needed to fund the component/activity and whether the component/activity will be funded through grant funds and/or local matching funds, as applicable to each. If additional categories are necessary, list these in spaces provided below. All planned expenditures must be detailed in the Budget Narrative.

Reminders and Definitions:

1. The budget submitted on this form is the budget for the life of the grant period up to \$250,000.
2. Authorizing legislation requires an 80% LEA match to grant funds (\$0.80 district funds per every one grant dollar).
3. Once an application has been approved and a grant award has been disbursed, an LEA may not alter the list of approved grant funded categories.
4. **Actual Matching Funds** are payments (stipends, release time) or reimbursements made directly from the LEA's accounts.
5. **In-Kind Matching Funds** are costs or portions of costs of services, materials, labor (personnel), equipment, etc. that are provided instead of cash disbursements to a recipient or program.

Program Component	Grant Funds Amount	Actual Matching Funds Amount	In-Kind Matching Funds Amount
LEA Personnel (Salaries)			
LEA Personnel (Stipends)			
LEA Personnel (Release time)			
IHE Personnel (Salaries)			
IHE Personnel (Stipends)			
IHE Personnel (Release time)			
Mentor School Counselor Professional Development/Training			
Mentor School Counselor Stipends			
Travel for LEA Personnel			
Travel for IHE Personnel			
Consultants/Technical Support Provider			
Program Administration			
Other (describe below)			
GRAND TOTALS			

Appendix H

Budget Definitions

School Counselor Residency Capacity Grant

Directions: For each of the line-item budget categories on the Budget Form, provide a Budget Narrative that details how the total was calculated. Below are clarifications of what type of information should be included for each line item.

LEA Personnel (Salaries): Use this line item for any salary costs for LEA personnel for their non-program administration work within the School Counselor Residency Capacity Grant program.

LEA Personnel (Stipends): Use this line item for any stipends paid to LEA personnel for their non-program administration work within the School Counselor Residency Capacity Grant program.

LEA Personnel (Release Time): Use this line item for the costs of providing release time to LEA personnel for their non-program administration work within the School Counselor Residency Capacity Grant program.

IHE Personnel (Salaries): Use this line item for any salary costs for IHE personnel for their non-program administration work within the School Counselor Residency Capacity Grant program.

IHE Personnel (Stipends): Use this line item for any stipends paid to IHE personnel for their non-program administration work within the School Counselor Residency Capacity Grant program.

IHE Personnel (Release Time): Use this line item for the costs of providing release time to IHE personnel for their non-program administration work within the School Counselor Residency Capacity Grant program.

Mentor School Counselor Professional Development/Training: Use this line item for costs relating to training and/or providing professional development to prepare school counselors to serve as Mentor school counselors to the Residents who will be working with them at their school sites.

Mentor School Counselor Stipends: Use this line item for costs relating to providing stipends to Mentor school counselors to help prepare them to serve as Mentors to the Residents who will be working with them at their school sites.

Travel for LEA Personnel: Use this line item for travel costs for LEA personnel relating to participating in the activities of the School Counselor Residency Capacity Grant Program.

Travel for IHE Personnel: Use this line item for travel costs for IHE personnel relating to participating in the activities of the School Counselor Residency Capacity Grant Program.

Consultants/Technical Support Provider: Use this line item for the costs of working with expert consultants to help plan and design the new school counselor residency program, assist with providing training or other professional development to staff, and assist with other capacity-building related activities to help develop the capacity of the LEA-IHE partnership to implement the planned school counselor residency program.

Program Administration: Use this line item for costs relating to management and administration of the School Counselor Residency Capacity Grant. The 5% restriction on program administration does not apply to the School Counselor Residency Capacity Grants.

Actual Matching Funds are payments (stipends, release time) or reimbursements made directly from the LEA's accounts.

In-Kind Matching Funds are costs or portions of costs of services, materials, labor (personnel), equipment, etc. that are provided instead of cash disbursements to a recipient or program.

Other: Add any additional line items with associated expenditures. For any added category, provide a narrative explanation of the category and how the related costs were determined.

Appendix I

Considerations for an Effective Residency Program

The following key characteristics were developed by the [California Teacher Residency Lab](#) (Lab) to support local education agencies (LEAs) in building effective teacher residency programs. While originally created for teacher residency programs, the characteristics are applicable, or can be adapted, to school counselor residency programs. These characteristics are provided in this RFA as they may be helpful in the development of a school counselor residency program.

Characteristics of an Effective California Teacher Residency Program*

1. Equity and justice are defined and advanced at all levels of residency work.
2. Authentic partnerships between local educational agencies (LEAs), accredited credentialing institutions, Institutes of Higher Education (IHEs) such as CSUs, and other organizations (e.g., collective bargaining entities and community organizations) are included.
3. The residency system is financially sustainable.
4. Formative and outcome data are collected, analyzed, and used for continuous improvement.
5. Specific hiring needs are defined and filled each year with the recruitment of resident candidates who reflect the district's and community's unique diversity.
6. Residents engage in a full year of clinical practice teaching alongside an accomplished mentor teacher.
7. Coursework and professional learning opportunities are tightly integrated with clinical practice.
8. All residents are mentored by accomplished mentor teachers who reflect their district's and community's unique diversity.
9. Clusters of mentors and residents support and learn from one another at residency partners "teaching schools."
10. Residency graduates are supported to continue their professional learning and develop as leaders.

*These characteristics are informed by research conducted by the [Learning Policy Institute](#) and the [National Center for Teacher Residencies](#)

The [California Teacher Residency Lab](#) (Lab), hosted by the [CDE Foundation](#), is a learning community where clinically rich teacher residency program grantees learn from one another and experts, strengthen their intra-program partnerships, and engage in formal and informal networking to support continuous improvement.

The foundation of The Lab's work is rooted in the support teacher residency programs receive in research-based characteristics necessary to create and maintain high-quality and sustainable teacher residency programs.

The Lab is open to all CTC teacher residency grantees, including residency, expansion, and capacity grants. Contact residencylab@cdefoundation.org to learn more.